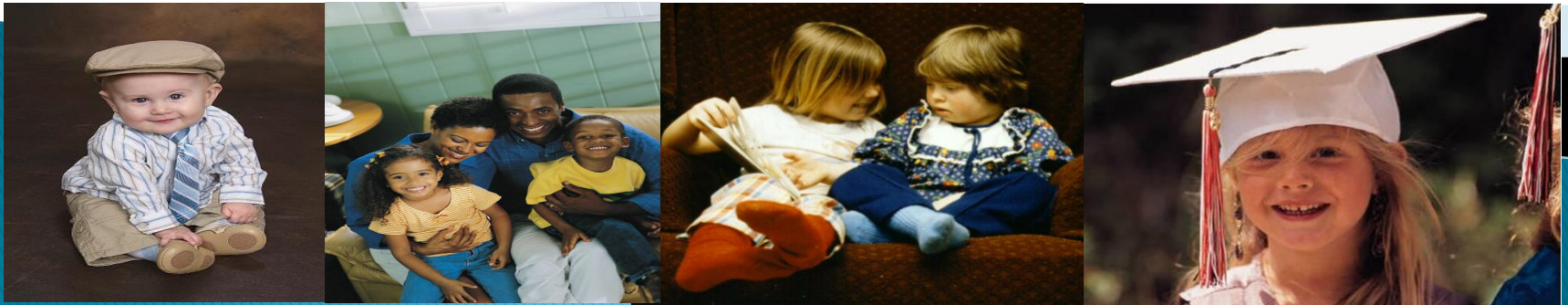




Wisconsin Early Childhood Collaborating Partners

Meeting and Public Input Building an Early Childhood System in Wisconsin: The Governor's Early Childhood Advisory Council

August 11, 2011
9:30 AM – 12:00 Noon



Meeting Purpose

- ▶ Share information about the Governor's Early Childhood Advisory Council (ECAC) and the work that has occurred since their 2010 report to the Governor.
- ▶ Gather public input to shape their 2011 report to the Governor.
- ▶ Utilize the WECCP Regions as a communication structure to connect state, regional, and community networks and efforts.

Public Input

Input with Go-to-Meeting technology:

- ▶ Input focuses on current proposals
- ▶ Reflects individual perceptions
- ▶ For some, provision of additional comments on paper form
- ▶ Input will be considered by ECAC Steering Committee for their 2011 report



ECAC: Where We Were

Report to Governor ECAC Outcome Priorities

System

Screening and Assessment
Data Alignment
Public–Private Infrastructure

Report to Governor ECAC Outcome Priorities

Program

Safe and Healthy Children
Stable, Nurturing, & Economically
Secure Families
Quality Early Learning

See complete list on page 19 of report

ECAC Criteria and Metrics

Feb 24, 2011 Meeting

- ▶ Top criteria for judging effectiveness
 - Identify and measure outcomes for children
 - Establish shared vision
 - Engage the public

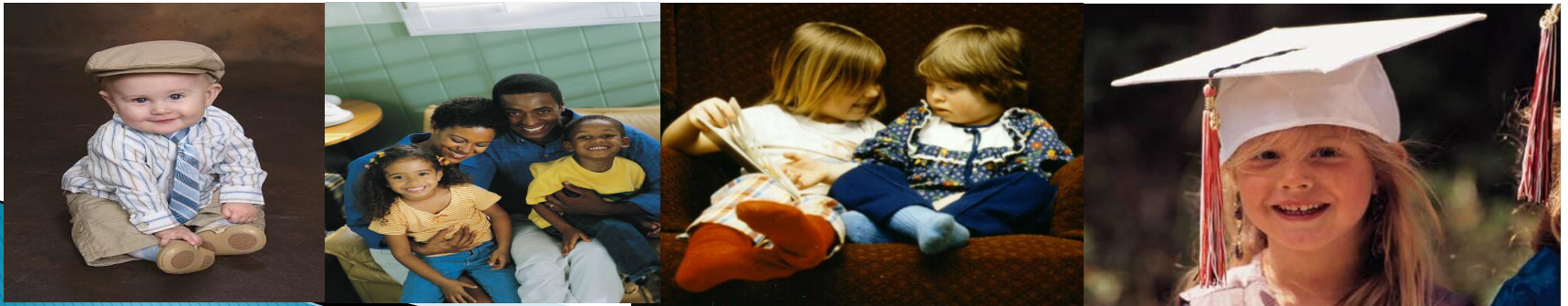
- ▶ How will we know we are making progress?
 - Identify 4–5 bold goals and clear recommendations for the system
 - Data used shows better outcomes for children
 - Identified metrics for healthy, nurtured, safe, and successful children
 - Public awareness and political support

ECAC Steering Committee Video Conference Focus

- ▶ Successful State Models*
- ▶ Data Alignment*
- ▶ Public Private Partnerships*
- ▶ Screening and Assessment
- ▶ Home Visiting
- ▶ Professional Development

Successful State Models

- ▶ Maryland
- ▶ North Carolina
- ▶ Pennsylvania



Maryland School Readiness Project

- ▶ All Maryland children are assessed in kindergarten
- ▶ School readiness data drives quality improvement

About the MMSR

How Maryland Assesses School Readiness

The Maryland Model for School Readiness (MMSR)

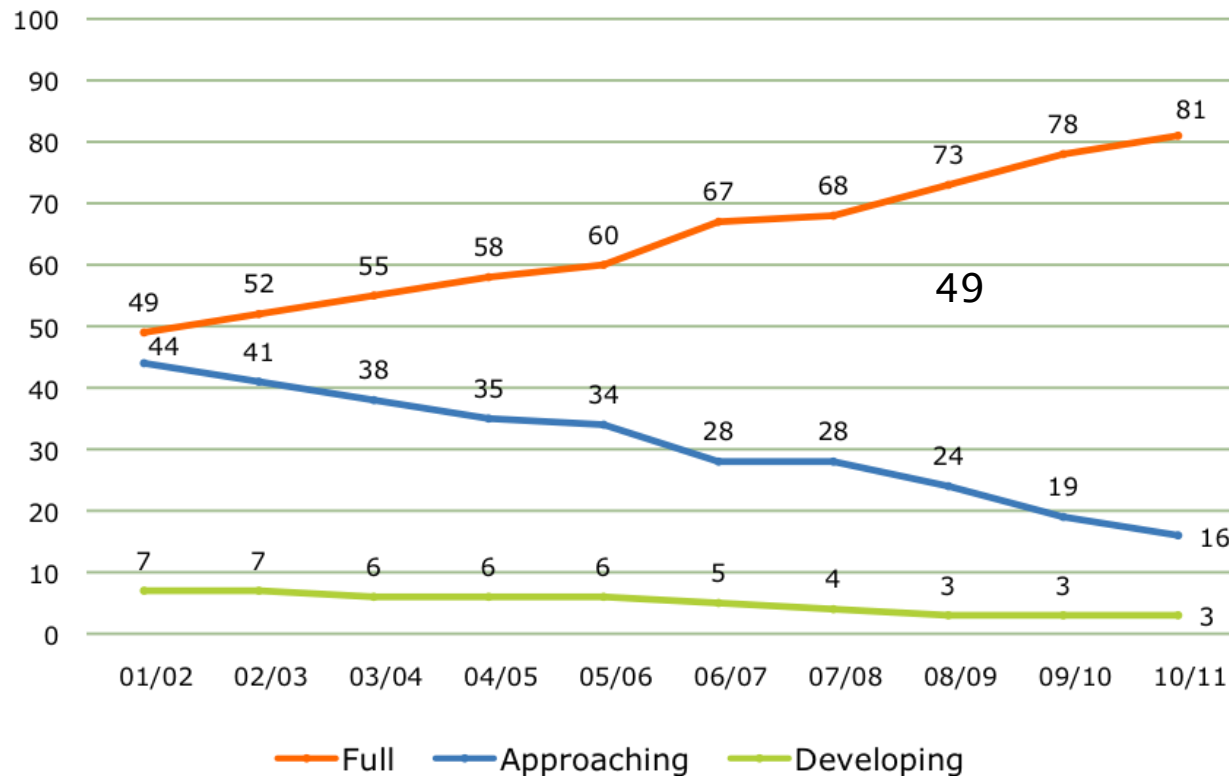
- **Assessment:** What each kindergartener knows and is able to do in 7 domains of learning:

<i>Language & Literacy</i>	<i>Mathematical Thinking</i>
<i>Physical Development</i>	<i>Scientific Thinking</i>
<i>Social & Personal Development</i>	<i>Social Studies</i>
<i>The Arts</i>	
- **Children are identified as:**
 - **Fully Ready .**
 - **Approaching Readiness:** Partially ready, needs some instruction.
 - **Developing Readiness:** Not ready, needs considerable instruction.

More Children Fully School-Ready

Maryland Model for School Readiness, 2010-2011

Maryland School Readiness

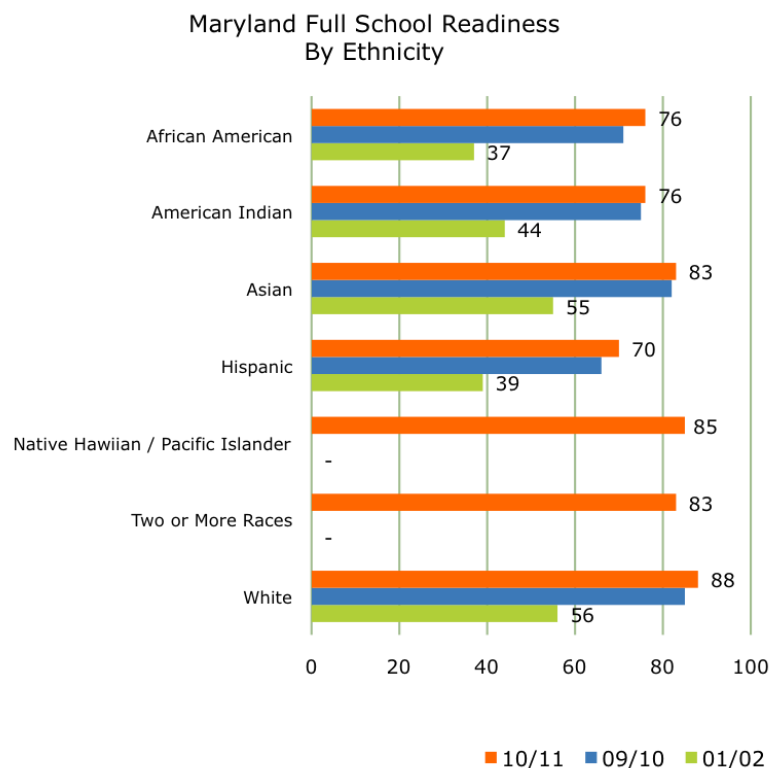


▶ 32-Point Jump in Readiness

▶ 81% of kindergarteners are fully school-ready, up from 49% in 2001-2002 and 78% last year.

Achievement Gains for All Children

Maryland Model for School Readiness, 2010-2011



-Not Tracked in 2001-2002 or 2009-2010

► Major Increases Among African-American & Hispanic Children

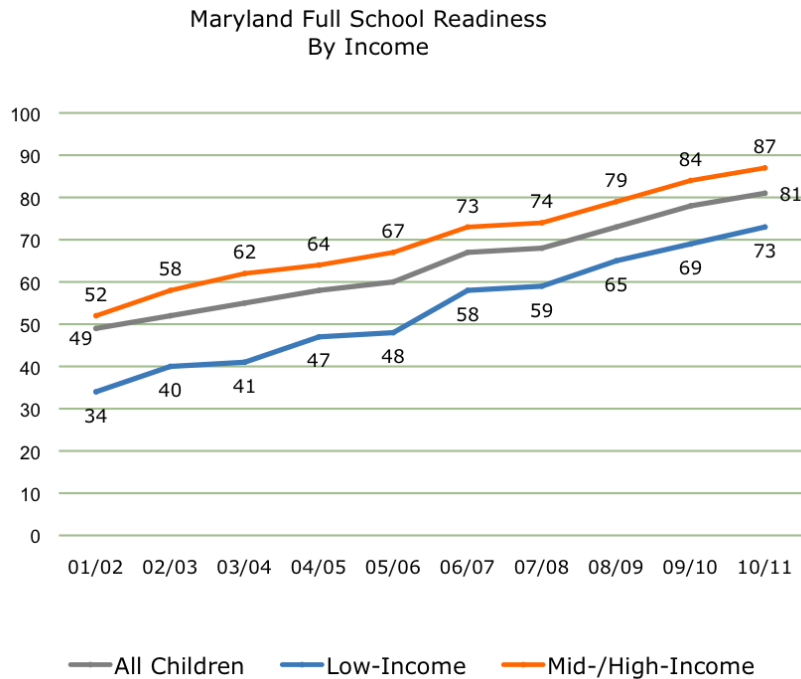
.76% of African-American kindergarteners are fully school-ready in 2010-2011, up from 37% in 2001-2002

.70% of Hispanic children are now fully school-ready—a 31-point readiness gain from 2001-2002

Source: Maryland State Department of Education

Achievement Gains for All Children

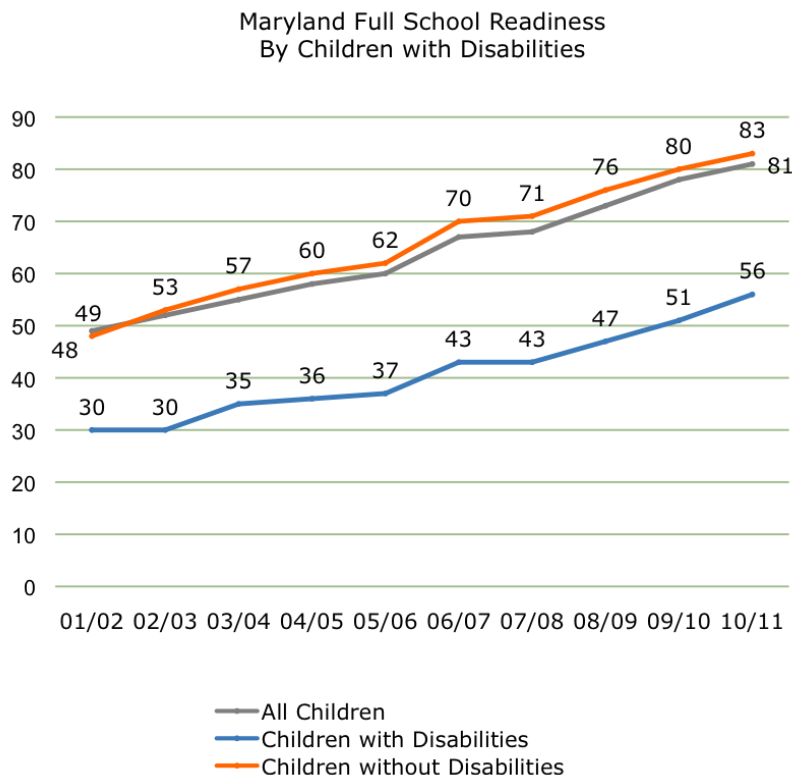
Maryland Model for School Readiness, 2010-2011



- ▶ **39-point Increase Among**
- ▶ **Low-Income Children**
- ▶ 73% of kindergarteners from low-income households (as indicated by Free and Reduced Price Meal status) rose to full readiness in 2010-2011, up from 34% in 2001-2002 and 69% last year.

Achievement Gains for All Children

Maryland Model for School Readiness, 2010-2011



▶ 26-point Jump Among Children with Disabilities

- 56% of children with disabilities are fully ready in 2010-2011, making a substantial 26-point gain from 2001-2002.
- The 5-point gain from last year is 2 points greater than the statewide gains.

Efforts Contributing to School Readiness Improvement in Maryland

- ▶ PreK Expansion
- ▶ Early Childhood Curriculum Project
- ▶ **New Efforts:**
 1. Quality Rating and Improvement System
 2. Connecting to 3rd Grade Reading
- ▶ Accreditation and Credentialing
- ▶ ECAC Strategic Planning

Pennsylvania: System for Early Learning and Child Development

Because every child is Pennsylvania's future



Key Pennsylvania Outcome Measure

- ▶ Percent of Children in High Quality Early Childhood Programs

Creating an Effective Early Education System

- ▶ Quality
- ▶ Access
- ▶ Capacity
- ▶ Leadership at all levels



Helping fulfill Pennsylvania's Promise for Children
Because every child is Pennsylvania's future

Focus on Quality Programs

- ▶ PreK
- ▶ Head Start and Early Head Start
- ▶ Special Education
- ▶ Keystone STARS (similar to YoungStar), but 67+% of child care centers are participating
- ▶ Home Visiting

**Helping fulfill Pennsylvania's Promise for Children
Because every child is Pennsylvania's future**

Highlights:

Increased Capacity

- ▶ More children*, in high quality programs overall:
- ▶ 2002–2003: 18%
- ▶ 2005–2006: 28%
- ▶ 2006–2007: 38%
- ▶ Creation of Office of Child Development and Early Learning between the PA Departments of Education and Public Welfare



*based on the percentage of 3 and 4 year olds with access to Head Start, STAR 3 & 4 programs, Preschool Early Intervention and state-funded pre-k.

North Carolina Smart Start

Vision: Every child will arrive at school healthy and ready to succeed

Smart Start is the hub for comprehensive early childhood planning, funding and services in local communities– the early childhood system that includes education, family support, health and mental health



SMART

Smart Start Structure

- ▶ Public-private partnership
- ▶ Comprehensive approach
- ▶ State level and county nonprofits
- ▶ Collaboration as its hallmark
- ▶ Accountability for results



Smart Start Boards

Representatives from 3 sectors

- ❑ Business

- ❑ Community

- ❑ Early Care and Education

Smart Start Results

- ▶ Multiple studies found that Smart Start works: Children are healthier, have better language and math skills and fewer behavior problems than all other children
- ▶ Children are more likely to be immunized on time and have a primary health care provider

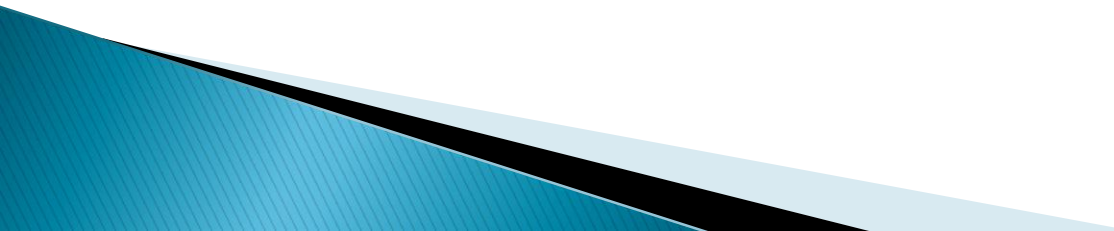
Smart Start Results

- ▶ Early childhood teachers are better educated– 80% have college level education
- ▶ 5–star child care rating system now in place
- ▶ 78% of all children in child care are in 3, 4, or 5 star rated programs
- ▶ 70% of children who receive subsidies are in 4 or 5 star rated programs

Smart Start Results

- ▶ North Carolina's end of 3rd and 5th grade test scores– most improved in the nation
- ▶ Duke University study found that Smart Start's approach improved third grade reading and math scores and lowered the special education placement for children

Successful States: Take Away Strategies that Work

- ▶ Clear succinct goals
 - ▶ Measurable objectives
 - ▶ Branding the effort for public buy-in
 - ▶ Infrastructure that aligns funding and resources both public and private
 - ▶ Solid data system to measure results
 - ▶ Regular reports on progress to public and policy makers
- 

WI Potential Indicators for Public Reporting of Progress

Early Learning

- ▶ % of children with access to high quality early childhood programs
- ▶ % of children referred for IDEA Part C, Part B, mental health, or other services
- ▶ % of children proficient in __ (future measure for kindergarten assessment)
- ▶ % of children proficient at the 3rd grade reading test

Health

- ▶ % of babies born at low birth weight
- ▶ % of children with appropriate number of well child exams
- ▶ % of children fully immunized in their age range
- ▶ % of children with health insurance

Families/Communities

- ▶ % of children in foster care
- ▶ % of children with referrals for child abuse or neglect
- ▶ % of children in poverty
- ▶ # of communities with an early childhood council

Data broken out by key disparity areas

Public Input

1a. Do you think this is an reasonable number of indicators to include in a public report of progress?

Rating: 1 = No, too many
 2 = No, too few
 3 = Yes, just right



Public Input

1b. Do you think these indicators will provide a good measure of progress?

Rating: 1 = Disagree
2 = Agree

Comment: If disagree,
why not?



Public Input

1c. Do you think other indicators are necessary?

Rating: 1 = No
2 = Yes

Comment: If yes,
what ones?



Strategic Priority: Public Private

Explore and develop infrastructure models that align and leverage state, regional, and local resources, and engage the business, private, and philanthropic sectors as partners to improve early childhood outcomes.



Public Private: Where We Were

- ▶ System Committee have report to ECAC
- ▶ La Follette Institute support
- ▶ To define a plan, working with the Partnership for Wisconsin's Business Leaders Group: Partnership for WI Economic Success (PWES)

“Business leaders understand that fixing problems upfront is more cost-effective. That’s why business leaders across the country are increasing advocacy for high-quality learning systems for children ages 5 and younger.”

Charles Kolb, President, Committee for Economic Development

Public Private: Building the Partnership

Partnership for WI Economic Success (PWES) State/local direction

- ▶ Growing membership from ground up
- ▶ Membership expectations that acknowledge levels of interest and involvement
- ▶ Building awareness and interest
- ▶ Membership invitation

James Heckman American economist and Nobel Laureate:

- ▶ <http://www.heckmanequation.org/content/resource/early-childhood-education-has-high-rate-return>

Public Input

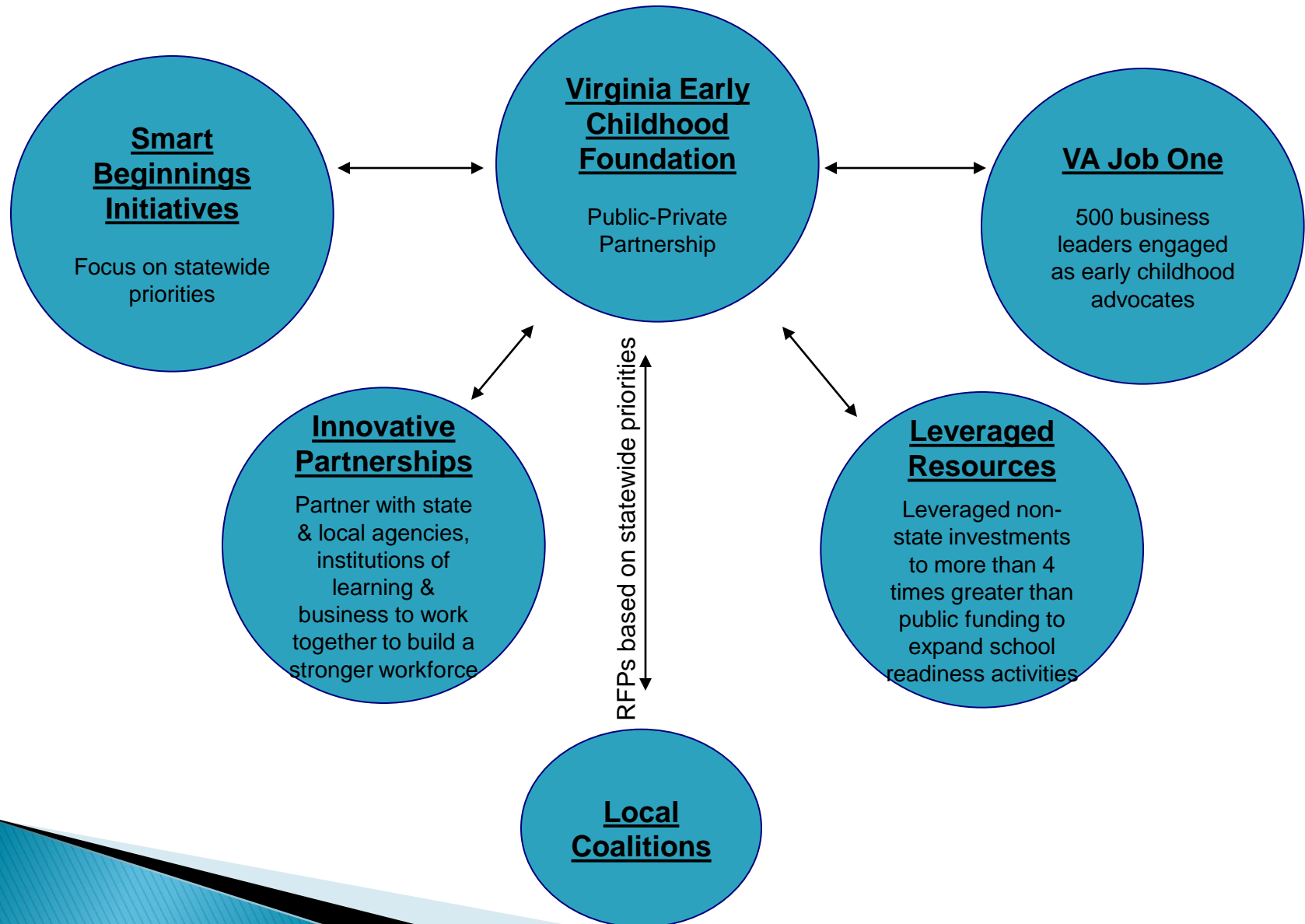
2a. Are there businesses or philanthropy groups in your community that support early childhood initiatives?

Rating: 1 = No
2 = Yes

Comment: If yes, who?



Virginia's Plan



Public–Private: Take Away Strategies that Work

- ▶ Measurable state level standards
- ▶ Public–private funding to support community level efforts and leverage local funding
- ▶ Builds on, but does not replace, state funding
- ▶ Built–in evaluation
- ▶ Branding to build public awareness
- ▶ Specific fund raising plans

Wisconsin Plan

Governor's Early Childhood Council (ECAC)

Create statewide standards based on priority areas / work group recommendations

ECAC Steering Committee

Clarify / specify ECAC direction

Business Leader Group (PWES)

Members added to Board of Directors

Public-Private Partnership Board

- Public & private fundraising
- Follow state standards
- Issue matching grants

Business Leader Group (PWES)

Promotes local relationships for advocacy / funding

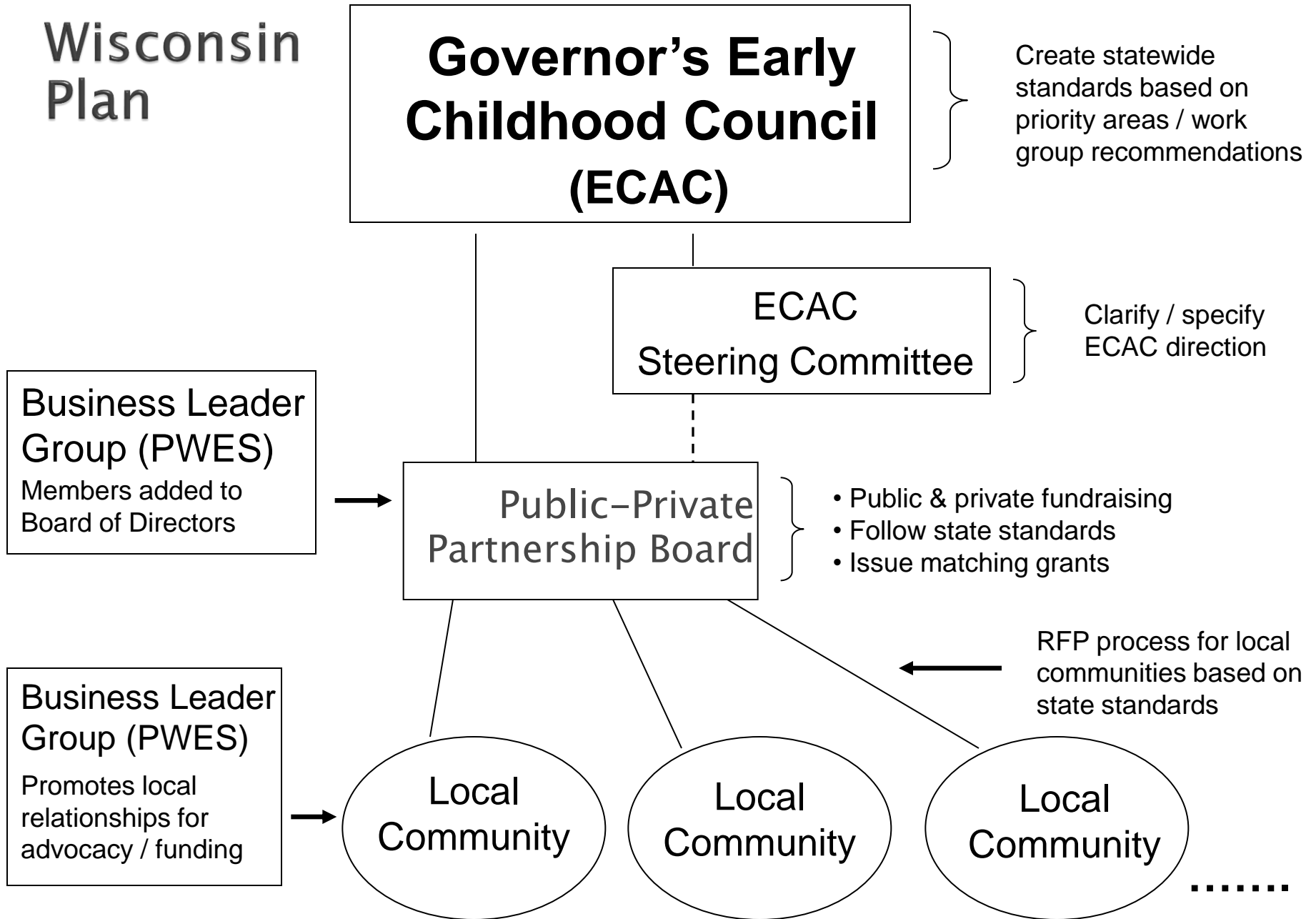
Local Community

Local Community

Local Community

RFP process for local communities based on state standards

.....



Public Input

2b. Do you think this framework could become an effective structure to coordinate and deliver resources to community early childhood initiatives?

Rating: 1 = Disagree

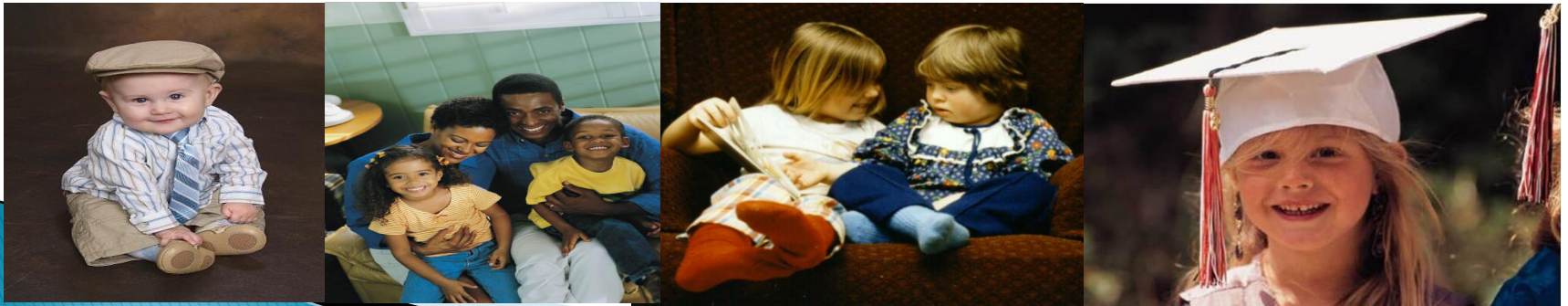
2 = Agree

Comment: What are your concerns?



Strategic Priority: Data Alignment

Create a comprehensive longitudinal data system to be used in planning and decision-making.



DATA: Where We Were

Key finding from the System Assessment :
While the state collects many types of data related to early childhood, we don't have the capacity to connect it, track children's progress, or use it to assess the system.

“The simple act of describing something can galvanize action. What gets counted gets noticed. What gets noticed, gets done.”

Glenn Fujiura, University of Illinois

Data: Project Structure

- ▶ Cross department Early Childhood Longitudinal Data System (EC LDS) Project Team
 - DPI, DCF, DHS, DWD
 - Content staff
 - Data staff
- ▶ ECAC Steering Committee representatives
- ▶ Funding the Work
 - ECAC
 - Longitudinal Data System (LDS)

Data: Wisconsin Stated Objectives

- ▶ Analyze current EC data environment
- ▶ Establish data sharing methodologies
- ▶ Create a work plan to begin data sharing process
- ▶ Develop strategies for sustainable and long-term data governance

Data: Identifying Existing Sources

- Subsidized Child Care (WI Shares, YoungStar)
- Licensed Child Care
- Individuals with Disability Education Act: (IDEA) Part B and Part C
- Individual Student Identifier System (DPI)
- Head Start/Early Head Start
- Home Visiting
- Health (immunization, etc.)
- Tribal Health Data Collection
- Other social service/child welfare programs (e.g., W-2, FoodShare, out of home care)

Data: Fundamental Components

1. Unique statewide child identifier
2. Child-level demographic and participation information
3. Child-level data on child development
4. Link child-level data with K-12 and other key programs
5. Unique program identifier to link with children and workforce
6. Program site structural and quality information
7. Unique ECE workforce identifier to link with sites and children
8. Individual-level data on ECE workforce demographic, education and professional development information
9. Transparent privacy protection and security practices and policies
10. State governance body to manage data collection and use

Data: What Do We Want To Know?

- ▶ Are children, birth to 5, on track to succeed when they enter school and beyond?
- ▶ Which children and families are and are not being served by which programs/services?
- ▶ Which children have access to high-quality early childhood programs and services?
- ▶ What characteristics of programs are associated with positive child outcomes for which children?
- ▶ What are the education and economic returns on early childhood investments?

Public Input

3a. Do you think these questions are good guidance for our data system?

Rating: 1 = Disagree
 2 = Somewhat
 3 = Agree



Public Input

3b. Do you think that other questions are necessary to drive the data system?

Rating: 1 = No
2 = Yes

Comment: If yes, what?



Priority Outcome: Screening & Assessment

Create a comprehensive screening and assessment system to identify children's individual development needs and to facilitate referrals to appropriate services.



Healthy Children's Committee

Focus: Where We Started

- ▶ Common definitions, principles and practices across systems to support communities in implementing developmental screening.
 - Roles & Responsibilities by system
 - Implementation Guidelines
 - Recommended Tools
 - Common Materials
 - Community Examples

Current Work Groups

- ▶ Definitions, Principles and Guiding Policies/
Practices for Screening & Assessment
 - Developmental Screening Tools
- ▶ Future of Developmental Screening
- ▶ Cross Sector Materials and Professional
Development
- ▶ WECCP Screening/Early Identification Website
 - <http://www.collaboratingpartners.com/screening-early-identification-about.php>
- ▶ Data

Commitment to Expanded Focus

- ▶ Healthy Children Committee is well positioned to support the ECAC recommendation for a screening and assessment system
- ▶ Build upon Developmental Screening to address these questions from the ECAC Steering Committee:
 - How to align the cross sector system with statewide assessment and RtI?
 - How will children's progress be monitored ?

Driving Questions

- ▶ What is screening and when should it happen?
- ▶ What is assessment and its relationship to screening?
- ▶ What are the roles and responsibilities of programs, services and supports in a community?

Periodicity Schedules

- ▶ Healthy Children Committee Commitment to:
 - Review schedules by system to understand commonalities and differences
 - Propose a Revised Periodicity Schedule that is comprehensive and crosses systems

Screening Tool Recommendations: Criteria

- ▶ Based on extensive review of best practices and evidence
 - Has good psychometric properties with sensitivity and specificity of at least 70 to 80%.
 - Is normed across a wide variety of cultural groups and different populations.
 - Is a parent-completed instrument.
 - It promotes parents' understanding of child development and communication with professionals caring for their child.

Screening Tool Criteria – Continued

- Is easily and reliably used in the field by both professionals and parents – and considers affordability and availability of cross sector training.
- Allows for consistent and efficient use of best practice guidelines across organizations, supports referral, and reduces screening duplication.
- Ideally the tool selected is used by multiple community partners and thereby facilitates communication and timely referral of children with concerning screens to appropriate supports and services.

Recommended Screening Tools

- ▶ Ages and Stages Questionnaire (ASQ) ©
 - Brookes Publishing
- ▶ Parents' Evaluation of Developmental Status (PEDS) ©
 - Ellsworth & Vandermeer Press LLC*
- ▶ Pediatric Symptom Checklist ©
 - Bright Futures/American Academy of Pediatrics*

* Tool meets criteria outlined above but currently not used widely across sectors.



Wisconsin Early Childhood Collaborating Partners



[HOME](#) | [ABOUT](#) | [CONTACT](#) | [WHAT'S NEW](#) | [LISTSERV](#) |

WI Model Early Learning Standards

[Social Emotional Competence](#)

[Screening/Early Identification](#)

[Curriculum and Assessment](#)

[Serving Dual Language Learners](#)

[Serving Children with Disabilities](#)

[4K Community Approaches](#)

[Professional Development](#)

[Family Support/Parent Education](#)

[Homelessness and Poverty](#)

[Health and Medical Home](#)

[Economic Development](#)

[About](#)

[Background](#)

[Family
Resources](#)

[Professional
Resources](#)

[Community
Resources](#)

Google™ Custom Search

Search

Screening/Early Identification: About

Wisconsin Early Childhood Collaborating Partners promotes routine developmental screening for all children from birth to entry into school.

Developmental screening with validated tools provides families and professionals with information about how a child's development compares with other children of the same age.

Screening increases rates of early identification of children with developmental delays and disabilities. Early identification allows for timely referral to appropriate supports and services so that all children can reach their full developmental potential.

There are numerous projects throughout the State supporting these efforts. To learn more, visit our "Resources" pages.

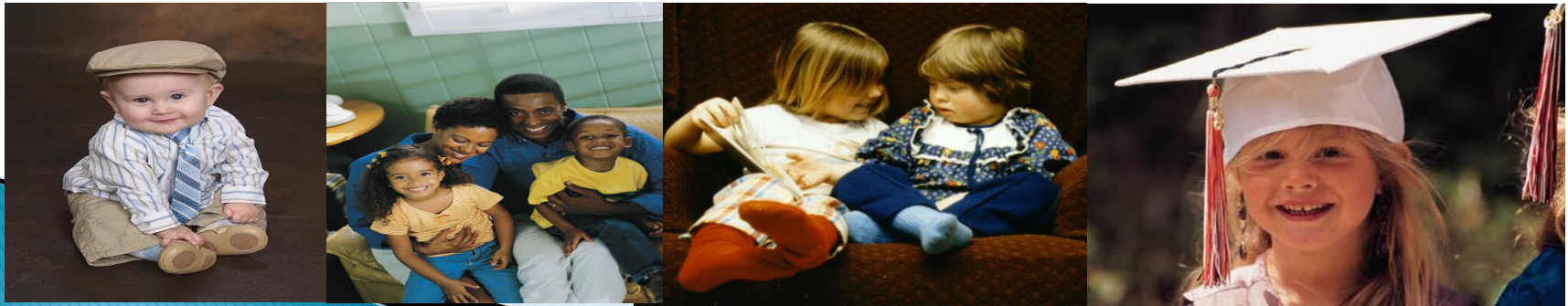
To Get Involved---

▶ Contact Committee Co-Chairs:

- Dana Romary, WI DHS, Birth to 3 Program,
 - Birth to 3 Program and Policy Specialist/Health
 - dana.romary@wisconsin.gov
 - (608) 266-5442
- Ann Stueck, WI DHS, Maternal and Child Health
 - Infant & Child Health Nurse Consultant
 - Ann.Stueck@wisconsin.gov
 - (608) 266-3504
- Linda Tuchman, Waisman Center, UW-Madison
 - Program Director for Early Childhood Professional Development
 - tuchman@waisman.wisc.edu
 - (608)-263-6467

Strategic Priority: Home Visiting

Increase evidence based home visiting for children and families considered to be at-risk.



Home Visiting

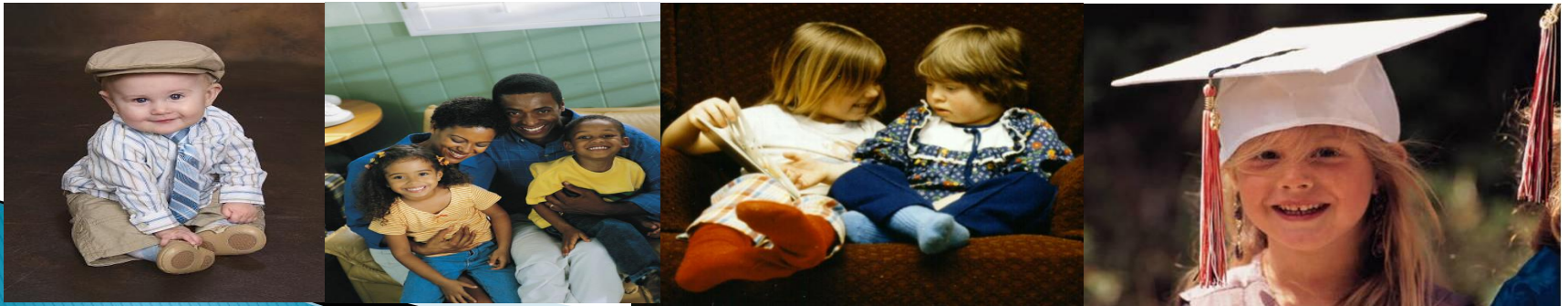
- ▶ Five programs funded
 - **Green County:** an expansion of the Early Head Start (EHS) program to serve additional 25 families
 - **Northwoods:** a tri-County (Lincoln/Oneida/Forest) Healthy Families America (HFA) initiative to serve 25 families (using PAT curriculum)
 - **Racine:** HFA (using PAT curriculum) initiative to serve 40 families
 - **Lac Courtes Oreilles Tribe:** coordinate several early childhood home visiting programs under the auspices of HFA and serve an additional 24 high-risk families
 - **Milwaukee City Public Health Department:** expansion of the Empowering Families Milwaukee (EFM) home visiting program to serve a total of 350 families in 11 high-risk ZIP codes (using the HFA model with PAT curriculum)

Home Visiting

- ▶ **State Home Visiting Plan submitted June 8th**
 - includes comprehensive training/TA plan to help non-funded sites move to evidence-based programs
- ▶ **Development grant submitted July 1**
 - add 5 sites
 - implement regional Communities of Practice
 - implement Mentor-Protégé Program
 - conduct comprehensive evaluation
- ▶ **Updated State Plan submitted July 21st**
 - FY 2011 allocation increases to \$1.6 million
 - Add 1 site

Priority Update: Professional Development

- ▶ Build on and coordinate existing professional development structures to create a system to train teachers, caregivers, and other providers to facilitate children's competencies in all areas of development(including but not limited to colleges and universities, YoungStar, DPI licensing, T.E.A.C.H Early Childhood).
- ▶ Increase the understanding of parents, caregivers and professionals to support the social and emotional well being of young children.



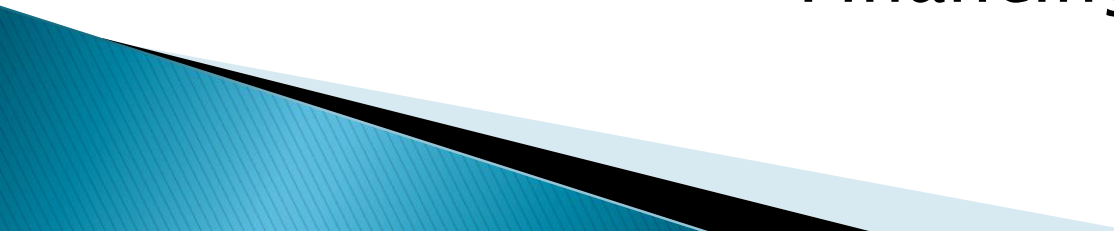
Professional Development: Cross Sector Partnering

- ▶ Building partnership with WECCP Cross Sector Professional Development Initiative:
- ▶ Committed to cross sector PD because:
 - Promotes consistent and quality professional development for all who touch the lives of a child
 - Maximizes resources and reduces duplication
 - Cross fertilization of knowledge and practice

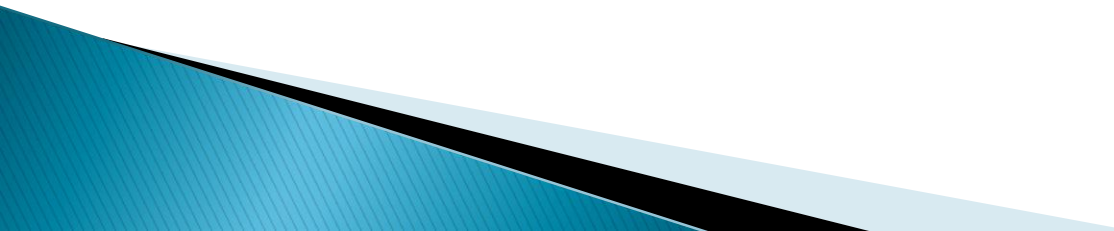
Professional Development: Planning

NAEYC framework guiding scans of professional development in early learning, home visiting, and higher education

Professional Standards
Career Pathways
Articulation
Advisory Structure
Data
Financing



Professional Development: Current Cross Sector Training

- YoungStar,
 - WI Model Early Learning Standards (WMELS)
 - Social Emotional Development:
 - Pyramid Model,
 - Infant Mental Health Certificate
 - Culturally Responsive Practices
 - Dual Language Learners
 - WI State Professional Development Grant (SPDG)
 - Training and Technical Assistance Network
 - Intersecting Interests
- 

Professional Development: Next Steps

- ▶ Review scans/reports to identify emerging opportunities
- ▶ Develop recommendations to submit for inclusion in the ECAC 2011 report.
- ▶ Contract for Professional Development Cross Sector Coordinator (funded by ECAC)
- ▶ Review & revise professional competencies

Where to stay informed:

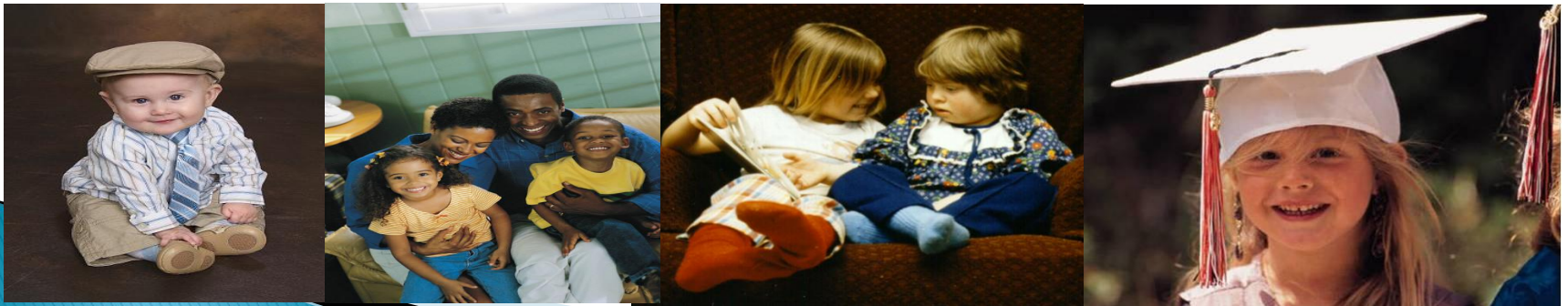
<http://www.collaboratingpartners.com/professional-development-about.php>



Outcomes and Other Strategies

Program Outcome Areas

- ▶ Stable, nurturing, and economically secure families
- ▶ Safe and healthy children
- ▶ Quality early learning
- ▶ Progress needs partnerships



Safe and Healthy Children

Strategy for Action:

- ▶ Create and implement incentives to increase access to oral health services.
- ▶ Develop and implement effective approaches to address health disparities due to income, race, and ethnicity.

Input Groups:

- ▶ WECCP Healthy Children committee
- ▶ Head Start Oral Health Work Group
- ▶ DHS Minority Health Council
- ▶ DCF Council on Child Welfare

Stable, Nurturing, and Economically Secure Families

Strategy for Action:

- ▶ Develop a community response system to support families where there is substantial risk of neglect.
- ▶ Expand high quality parenting programs linked to early care and education settings.
- ▶ Build on community efforts to support families (through targeted efforts like Promise Neighborhoods, Harlem Children's Zone, or fatherhood initiatives).
- ▶ Expand access to mental health specialists for families with significant mental health challenges.
- ▶ Increase the economic security and stability of vulnerable families through improved access to, and communication about, the economic support benefits for which they are eligible.
- ▶ Increase the capacity of parents to support their families through participation in education and job training programs, such as the Skills Enhancement Program.
- ▶ Increase access to financial benefits for eligible families; including FoodShare, BadgerCare Plus, and tax benefits such as the Earned Income Tax Credit.

Input Groups:

- WECCP Strong Families Committee
- Children's Trust Fund Board
- DCF Advisory Council on Child Welfare
- DHS MCH
- Poverty Matters Planning Team

Early Learning

Strategy for Action:

- ▶ Continue to support early learning through state Early Head Start/Head Start, four year old kindergarten and inclusive programming for children with disabilities.
- ▶ Work through YoungStar to reward high quality programs and improve the quality of care and education.
- ▶ Build an effective early learning system to address children birth to age three and their families including a network of infant toddler specialists.
- ▶ Strengthen community partnership in the delivery of early learning services.

Input Groups:

- ▶ WECCP Early Learning Committee
- ▶ DHS IDEA Part C Birth to 3 Interagency Coordinating Council
- ▶ State Superintendent 4K advisory
- ▶ WI Head Start Collaboration Office Advisory Committee
- ▶ YoungStar Consortium
- ▶ Early Learning Coalition
- ▶ DPI Special Education Council

How to Stay Involved

- ▶ Participate in your Regional Action Team
- ▶ Governor's Early Childhood Advisory Council (ECAC):
<http://dcf.wisconsin.gov/ecac/default.htm>
- ▶ WI Early Childhood Collaborating Partners (WECCP):
<http://www.collaboratingpartners.com/>

Public Input

SUMMARY and WRAP-UP



